Connections between the Common Core State Standards (CCSS) for English Language Arts and the
South Carolina Academic Standards for English Language Arts 2008
Grade 2

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Key Ideas and Details		
1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-6.1 Generate *how* and *why* questions about a topic of interest.	
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.	
3. Describe how characters in a story respond to major events and challenges.	2-1.5 Analyze a narrative text to identify characters, setting, and plot. 3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.	
Craft and Structure		
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration). 2-1.6 Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text. 3-1.9 Recognize the characteristics of poetry (including stanza, rhyme scheme, and repetition). 5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	

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5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.	
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	4-1.3 Distinguish between first-person and third-person points of view.	
Integration of Knowledge and Ideas		
7. Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.	2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information. 3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.	
8. (Not applicable to literature)	NA	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2-1.2 Analyze a given literary text to make, revise, and confirm predictions. 6-2.1 Analyze central ideas within and across informational texts. 7-1.8 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).	
Range of Reading and Text Complexity		
10. By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2-1.10 Read independently for extended periods of time for pleasure.	
Reading Standards for Informational Text	**Where Reflected in the 2008 SC ELA Standards and Indicators**	**CCSS Cognitive Level**
Key Ideas and Details		
1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion. 2-6.1 Generate *how* and *why* questions about a topic of interest.	
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion. 2-2.8 Explain cause-and-effect relationships in informational texts.	

	2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.	
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience. 2-6.6 Follow multistep directions.	
Craft and Structure		
4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	2-3.1 Use context clues to determine the meaning of unfamiliar words.	
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.	2-2.5 Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information. 2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information. 2-2.7 Use functional text features (including tables of contents and glossaries) as sources of information. 3-2.5 Use headings, subheadings, print styles, captions, and chapter headings to gain information.	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion.	
Integration of Knowledge and Ideas		
7. Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).	2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.	
8. Describe how reasons support specific points the author makes in a text.	2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion. 2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.	
9. Compare and contrast the most important points presented by two texts on the same topic.	8-2.1 Compare/contrast central ideas within and across informational texts. 8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	
Range of Reading and Text Complexity		
10. By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range	2-2.9 Read independently for extended periods of time to gain information.	

Reading Standards: Foundational Skills	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	2-3.2 Construct meaning through a knowledge of base words, prefixes (including *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (including *-er, -est, -ful*) in context. 2-3.3 Recognize high-frequency words in context. 2-3.11 Spell basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns correctly. 2-3.12 Spell high-frequency words. 2-4.6 Edit for the correct use of written Standard American English, including spelling - words that do not fit regular spelling patterns (for example, *was*, *were*, *says*, *said*), high-frequency words, and basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns.	
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	2-1.10 Read independently for extended periods of time for pleasure. 2-2.9 Read independently for extended periods of time to gain information. 2-3.1 Use context clues to determine the meaning of unfamiliar words. 2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently.	

Writing Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses. 6-5.4 Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.	
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience.	
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words. 2-5.2 Create narratives (for example, stories and journal entries) that follow a logical sequence of events.	
Production and Distribution of Writing		
4. (Begins in grade 3)	NA	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2-4.5 Revise the organization and development of content and the quality of voice in written works. 2-4.6 Edit for the correct use of written Standard American English, including capitalization, punctuation, and spelling	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	This standard was not previously included in the SC standards.	>
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2-4.1 Generate ideas for writing using prewriting techniques reating lists, having discussions, and examining literary models). 2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience.	
8. Recall information from experiences or gather information from provided sources to answer a question.	2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.	

	2-6.4 Use the Internet with the aid of a teacher.	
9. (Begins in grade 4)	NA	

	Range of Writing	
10. (Begins in grade 3)	NA	

Speaking and Listening Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
	Comprehension and Collaboration	
1. Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). 2-6.1 Generate *how* and *why* questions about a topic of interest.	
2. Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.	2-6.1 Generate *how* and *why* questions about a topic of interest.	
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2-6.1 Generate *how* and *why* questions about a topic of interest.	
	Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	1-6.5 Use complete sentences when orally presenting information. 2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion. 2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses. 2-6.5 Use Standard American English when appropriate in conversations	

	and discussions.	
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	1-6.5 Use complete sentences when orally presenting information. 2-6.5 Use Standard American English when appropriate in conversations and discussions.	
Language Standards	**Where Reflected in the 2008 SC ELA Standards and Indicators**	**CCSS Cognitive Level**
	Conventions of Standard English	
1. Observe conventions of grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). c. Use reflexive pronouns (e.g., *myself*, *ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).	2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing. 2-4.4 Use grammatical conventions of Standard American English, including personal pronouns, singular and plural nouns, and proper adjectives. 3-4.2 Use complete sentences (including compound sentences) in writing. 3-4.4 Use grammatical conventions of written Standard American English, including comparative and superlative adjectives.	
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).	2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information. 3-4.6 Edit for the correct use of written Standard American English, including capitalization - geographic names, holidays, and historical and special events; punctuation - commas in the greeting and closing of letters, and apostrophes in contractions and possessive nouns; and spelling.	

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
3. (Begins in grade 3)	NA	
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information. 2-2.7 Use functional text features (including tables of contents and glossaries) as sources of information. 2-3.1 Use context clues to determine the meaning of unfamiliar words. 2-3.2 Construct meaning through a knowledge of base words, prefixes (including *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (including *-er, -est, ful*) in context. 2-3.6 Use knowledge of individual words to determine the meaning of compound words. 2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.	
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods tha*t are spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).	3-4.4 Use grammatical conventions of written Standard American English, including comparative and superlative adjectives.	>
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). 2-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts). 2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	>

	3-4.4 Use grammatical conventions of written Standard American English, including comparative and superlative adjectives.	